

School's readiness for addressing learning difficulties —

### School's Readiness —

Readiness is a term used to describe preparation for what comes next. Since 1990, one of the top national educational goals has been that all children in America will start school 'ready to learn'. While there is general agreement concerning the importance of school readiness, there is no consistent definition for it.

Children's readiness for successful transition into kindergarten needs to be viewed as a community responsibility. Parents, prekindergarten teachers, elementary schools, and local community programming working together provide the best base for children's success in school. Readiness needs to be defined in broad developmental terms so that the uniqueness of each child is preserved and respected. The national education goals panel definition of school readiness covers three key areas: —

- 1) children's readiness for school.
- 2) schools readiness for children.
- 3) family and community supports and services that contribute to children's readiness for school success.

### Five Essential Elements of School Readiness: —

- 1) Early care and Education.
- 2) Parenting and family support.
- 3) Health and social services.
- 4) Schools readiness for children/school capacity.
- 5) Program infrastructure, administration and Evaluation.



Important of school's readiness:-

Children's school readiness is affected by the early care and learning experiences they receive. The research in brain development emphasizes that early learning (especially from birth to five) directly influences a child's ability to learn and succeed in school. These studies have contributed to a growing awareness of the importance of quality early education and prekindergarten experiences. Research indicates that preschoolers who attend high quality programs.

- 1) Enter kindergarten with skills necessary for school success.
- 2) Show greater understanding of verbal and numerical concepts.
- 3) Are more socially competent.
- 4) Show ability to stay with an activity longer.
- 5) Are more likely to make typical progress through the primary grades.
- 6) Are less often placed in special education classes.
- 7) Are less likely to be retained in kindergarten.

